

Education and Child and Family Services Protocol for Children and Youth in Care

May 2013



Healthy Child Manitoba
Putting children and families first

Manitoba



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June 5, 2013

Dear Departmental Staff,

The Healthy Child Committee of Cabinet (HCCC) is a partnership that supports government departments to develop and evaluate policies, programs and services that promote the best possible outcomes for all of Manitoba's children. On an ongoing basis, departmental staff identifies to HCCC the need to develop and monitor specific interdepartmental protocols. These protocols facilitate a coordinated approach by staff of departments and related agencies (schools, regional health authorities, child and family services authorities and designated agencies/regions) who work with the complex and interconnected needs of children, youth and their families.

The protocols are designed to reduce barriers for children, youth and families who require the integrated and timely services of more than one service provider. The following protocols are currently in use across Manitoba, and are available on the Healthy Child Manitoba website (<http://www.gov.mb.ca/healthychild/>) as well as partner departmental websites:

- *Guidelines for Early Childhood Transition to School for Children with Special Needs (2002)*
- *Information Sharing Protocol under the Youth Criminal Justice Act (2004)*
- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (2008)*
- *Wraparound for Children and Youth with Severe to Profound Emotional and Behavioural Disorders (2013)*

A new interdepartmental protocol, which serves as an update to *Guidelines for School Registration of Students in Care of Child Welfare Agencies (2002)*, has been developed for implementation:

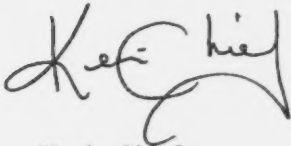
- *Education and Child and Family Services Protocol for Children and Youth in Care (2013)*

The departments of Education and Family Services and Labour will distribute this protocol over the next months.

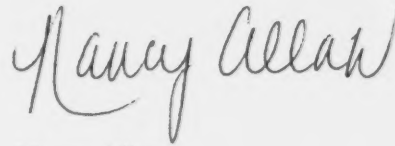
The HCCC is responsible for the interdepartmental protocols which direct government departments and related agencies to work collaboratively in several specific areas. We are asking departments to remind front-line staff of the commitment to follow these protocols to improve outcomes for children, youth and families. We also recommend that these protocols be included in the orientation of new staff, and reviewed periodically with all appropriate staff.

We appreciate your support and the support of your staff in the continued implementation and monitoring of these protocols. For further information, please contact the Healthy Child Manitoba Office, phone (204) 945-2266.

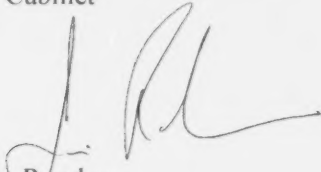
Regards,



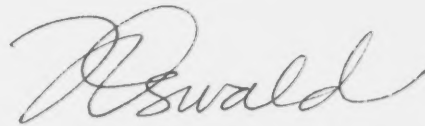
Kevin Chief
Minister of Children and Youth
Opportunities and Chair of
Healthy Child Committee
of Cabinet



Nancy Allan
Minister of Education



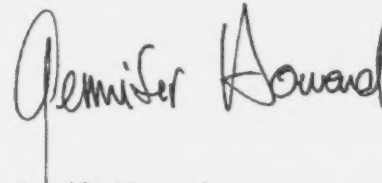
Jim Rondeau
Minister of Healthy Living, Seniors,
and Consumer Affairs



Theresa Oswald
Minister of Health



Andrew Swan
Minister of Justice
and Attorney General



Jennifer Howard
Minister of Family Services and Labour
and Minister responsible for Persons with
Disabilities

1 Preface

1.1 *Government of Manitoba Interdepartmental Protocols*

A protocol is an agreement between two or more departments, agencies or authorities that describes how they will work together to achieve a common goal. It identifies who is responsible, individually or jointly, for specific tasks and their timelines.

The Healthy Child Committee of Cabinet acknowledges the members of the Education and Child and Family Services Protocol for Children and Youth in Care Committee, and thanks the Child and Family Services Standing Committee, the General Child and Family Services Authority, Southern First Nations Network of Care, First Nations of Northern Manitoba Child & Family Services Authority, and the Metis Child & Family Services Authority, as well as the Student Services Administrators of Manitoba, the Manitoba Teachers' Society, The Council of School Leaders of the Manitoba Teachers Society, and the Departments of Education, Family Services and Labour and the Healthy Child Manitoba Office for their contribution to this protocol. This protocol committee is co-chaired by Manitoba Education and the Healthy Child Manitoba Office.

1.2 *Mandate*

The Healthy Child Committee of Cabinet directs the province's interdepartmental protocols on service provision for children, youth and families across the province. These protocols mandate a co-ordinated approach by the staff of departments and related organizations (schools, health regions, Child and Family Services Authorities and designated agencies) who work with children, youth and their families.

The following protocols are available on the Healthy Child Manitoba website at www.gov.mb.ca/healthychild:

- Guidelines for Early Childhood Transition to School for Children with Special Needs (2002)
- Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders (1995)
 - (revised version, Wraparound Protocol for Children/Adolescents with Severe to Profound Emotional/Behavioural will be published April 2013)
- Information Sharing Protocols Under the Youth Criminal Justice Act (Canada) (2004)
- Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (2008)

2 Background

Every child in Manitoba has the right to an education. The well-being of children and youth in care is the shared responsibility of many government and community partners. Beyond family and community involvement, two significant means of support for children and youth in care are the education system and the child welfare system.

Manitoba Education, Manitoba Family Services & Labour, its Child and Family Services Authorities and their mandated Child and Family Services agencies are committed to working together in the shared goal of providing consistent support and continuity for children and youth in care to achieve their learning outcomes, and be accepted, valued and safe.

When a child is in care, sharing relevant information improves the understanding and provision of support to the child, the caregiver and the family, and supports a child's sense of continuity and need for permanency. Children in care have the same developmental, emotional, social, health, educational, cultural and spiritual needs as all children. In addition, the impact of separation, loss and reunification may require supports and services beyond what is provided to all children of the same age. (Section 1.1.2. of the CFS Standards Manual)

The ongoing sharing of information regarding issues that may affect a child may be helpful in planning for typical transitions in a child's home or school life, for example, between home and school, childhood and adolescence, care and independence.

3 Purpose

This protocol will improve information sharing, promote effective communication, and strengthen joint planning among educators, school-based teams, child and family services workers, family members and students. Further, the protocol promotes consistency of practice across Manitoba.

The "Education and Child and Family Services Protocol for Children and Youth in Care" assists educators, child and family services workers and caregivers in assessing, planning and responding to significant transitions for children and youth in care, including:

- Intake/registration
- Changing living arrangements (including entering/exiting foster care)
- Moving to a different school
- Re-entering the education system

This document replaces "*Guidelines for School Registration of Students in Care of Child Welfare Agencies (2002)*". The protocol has been developed in consultation with the Child and Family Services Standing Committee and is available for use by all Authorities, agencies, and schools in Manitoba.

Children and youth in care may experience periods of increased vulnerability and challenges as they pass through different developmental stages.

The processes and strategies outlined in this protocol are designed to support children and youth in care to achieve educational and personal success.

4 Guiding Principles

4.1 *Philosophy of Inclusion*

Manitoba Education is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Section 41 (1) of Manitoba's *Public Schools Act*¹ states Manitoba's commitment to providing all students with appropriate educational programming that supports student participation in both the academic and social life of schools. The legislation and regulations affirm what many school divisions already practise and clarify for parents and school divisions the obligation to provide appropriate educational programming for each student.

4.2 *Best interests of the Child - The Child and Family Services Act*

The *Child and Family Services Act* defines a child as "a person under the age of majority" (until their 18th birthday).²

Section 2 of the Act, which sets out the elements to be included in determining the best interests of children refers explicitly to educational needs.

2(1) The best interests of the child shall be the paramount consideration of the director, an Authority, the children's advocate, an agency and a court in all proceedings under this Act affecting a child, other than proceedings to determine whether a child is in need of protection, and in determining best interests the child's safety and security shall be the primary considerations. After that, all other relevant matters shall be considered, including

- (a) the child's opportunity to have a parent-child relationship as a wanted and needed member within a family structure;
- (b) the mental, emotional, physical and educational needs of the child and the appropriate care or treatment, or both, to meet such needs;
- (c) the child's mental, emotional and physical stage of development;
- (d) the child's sense of continuity and need for permanency with the least possible disruption;

¹ The Public Schools Act, C.C.S.M. 2013, c. P250, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>

² The Child and Family Services Act, C.C.S.M. 2012, c. 80, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/co80e.php>

(e) the merits and the risks of any plan proposed by the agency that would be caring for the child compared with the merits and the risks of the child returning to or remaining within the family;

(f) the views and preferences of the child where they can reasonably be ascertained;

(g) the effect upon the child of any delay in the final disposition of the proceedings; and

(h) the child's cultural, linguistic, racial and religious heritage.

The following principles are foundational to the Philosophy of Inclusion (sec 4.1) and the Best interests of the Child (sec 4.2):

- The best interests of children and youth are the primary consideration
- All children have the right to achieve their educational potential
- Child-centred and strengths-based practices will inform all decisions
- In the best interests of the child, and whenever possible, continuity of school placement is a priority
- In appropriate concordance with their age, developmental status and cognitive ability, children and youth in care may participate in planning which includes their personal hopes and dreams for the future

- All children and youth in care receive supports that respect their cultural and linguistic heritage to encourage their educational success
- Families, caregivers and children are entitled to timely and appropriate decisions and services that are based on the consideration of the child/youth's well-being and that are in his or her best interests
- Relevant and applicable Information is communicated in a timely fashion, within a framework of mutual respect, trust and confidentiality

4.3 *Principles of Trauma-informed Practice*

The guidelines contained within this protocol are consistent with the five guiding principles of trauma-informed practice:

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

5 Definition and Scope of Children and Youth Receiving Child Welfare Services

5.1 Administration of Child and Family Services

Under *The Child and Family Services Authorities Act*, four Child and Family Services Authorities manage child and family services throughout Manitoba. They are:

- General Child and Family Services Authority
- First Nations of Southern Manitoba Child and Family Services Authority (Southern First Nations Network of Care),
- First Nations of Northern Manitoba Child and Family Services Authority,
- Metis Child and Family Services Authority

Each of the CFS Authorities mandates and oversees one or more of the CFS agencies/regions. The agencies/regions provide services to children and families as prescribed under *The Child and Family Services Authorities Act*, *The Child and Family Services Act* and *The Adoption Act*. Children and families can have varied agreements, legal statuses and support relationships within the child welfare system.³ Families could include,

but are not limited to, birth families, extended family, non-familial (caregivers), etc.

The Child and Family Services (CFS) worker/agency/region staff person is appointed and delegated to provide services under *The Child and Family Services Act*.

Involvement with Child Welfare:

Where a child cannot be safely maintained in the family home an agency will apprehend the child and place them in care. In some cases a child may be returned to, or remain in the family home under conditions set out in a supervision order. An agency remains involved with the child and family to monitor conditions and ensure safety. In some circumstances, children living with their family may be receiving voluntary services/supports from the CFS system to aid in strengthening the family and improving the well being of children. These children are not in care and the parents remain the legal guardian. In some situations families may choose to involve CFS in school meetings while others may prefer to keep their relationship with CFS confidential. CFS would only be involved with the school system with the parents' express permission.

³ Section 3 of this protocol's companion document has been created as an easy reference summarizing the various child in care legal status, guardianship/rights and accompanying documentation. To access this protocol's companion document, please go to: http://manitoba.ca/healthychild/publications/protocol_cycic_comp.pdf

It is important to recognize that for many students the significant adult in their life may not be their parent. Families have many different structures and styles.

Voluntary Agreements:

Voluntary Placement Agreement (VPA)

– an agreement entered into between a parent/guardian and a Child and Family Services agency/region to allow for temporary placement of the child. The parent/guardian retains guardianship of the child (section 14).

Voluntary Surrender of Guardianship (VSG) by parents

– Upon signing this document, the rights and obligations of the parent/guardian surrendering guardianship with respect to the child are terminated. The status is equivalent to a permanent order of guardianship (section 16).

Support beyond termination of

guardianship (Extension of Care) – Though the agency/region's legal responsibility for a child in care ends for all children in care when they turn 18, for former permanent wards, care and maintenance may continue to be provided until that child turns 21. Where possible youth are encouraged to participate to the level they are capable of (section 50).

Mandated Involvement with Child Welfare:

Child Under Apprehension - Under Section 21 (1) of the Act, [t]he director, a representative of an agency or a peace officer who on reasonable and probable grounds believes that a child is in need of protection, may apprehend the child without a warrant and take the child to a place of safety where the child may be detained for examination and temporary care and be dealt with in accordance with the provisions of the Child Protection part of the Act. Under S. 26(1) an apprehended child may be left with or returned to the person in whose charge the child is and the agency must notify that person that an application respecting the child will be made to court pursuant to the provisions of the Child Protection part of the Act.

Under S. 26(3) where an agency is to go to court (i.e., for a protection hearing regarding an application) to determine if a child is in need of protection, whether the child is in a place of safety, or left with or returned to the person in whose charge the child was under S. 26(1), such children are deemed to be under apprehension pending a protection hearing. Children in care who are deemed to be in need of protection may also be apprehended per S. 22(1).

When a child is under apprehension, S.25(1), an agency (a) is responsible for the child's care, maintenance, education and well-being; (b) may authorize a medical examination of the child where the consent of a parent or guardian would otherwise be required; and (c) may authorize the provision of medical or dental treatment for the child if (i) the treatment is recommended by a duly qualified medical practitioner or dentist, (ii) the consent of a parent or guardian of the child would otherwise be required, and (iii) no parent or guardian of the child is available to consent to the treatment. Notwithstanding clause (1)(b) or (c), S. 25(2) directs that if the child is 16 years of age or older, an agency shall not authorize a medical examination under clause (1)(b) or medical or dental treatment under clause (1)(c) without the consent of the child.

Temporary Order of Guardianship – a court has made an order granting a Child and Family Services agency/region temporary guardianship of a child. Temporary guardianship is in effect for a specified period of time. It can be renewed, or if the child can be safely returned to their guardian, it can be withdrawn or allowed to terminate (section 38).

Permanent Order of Guardianship – a court has made an order granting a Child and Family Services agency/region permanent guardianship of the child (section 38).

6 Roles and Responsibilities

Actions to be taken by the individuals responsible for the child/youth's care and education when a child or youth in care is experiencing a transition in school or living arrangements are outlined below.⁴

The child and family services worker/ agency/region, caregiver(s) and/or parent(s) are responsible for:

- Registration of students
- Informing school principal or relevant school staff as to the significant changes in the child/youth's circumstances, including a change in child and family services worker
- Reviewing the child/youth's strengths and needs with school staff
- Sharing relevant information and strategies from the child's Care Plan developed to address those needs
- Attending collaborative planning meetings, including school-based team and IEP meetings
- Discussing with Principal and relevant school staff the individualized support and education planning needed for ongoing student progress and improved outcomes
- Providing Principal with a list of current services received by the child/youth in care
- Signing necessary release forms for schools to share information needed to enhance planning for the child or youth
- Consulting with school staff to determine needs and provide the child or youth with the necessary materials, clothes and supplies to participate fully in the school program
- Encouraging youth to participate in all planning and decision-making processes to the level they are capable
- Contacting the sending and receiving schools and helping facilitate a smooth transition when a school move is necessary

⁴ For more detail on individual roles and responsibilities, see the "Change in School" and "Change in Living Arrangement" collaborative planning and information sharing checklists in this protocol's companion document.

Tools and Resources for Student Planning and Support

- Student-specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs) (2010). Available at: http://www.edu.gov.mb.ca/k12/specedu/iep/pdf/planning/student_specific_planning.pdf
- Counselling, learning assistance/resources, Student Learning Plan, tutors, extra- curricular interests and needs, including school clubs or sports
- School agenda, home and school communication book, weekly phone call, email/ fax
- Home visits

School staff is responsible for:

- Facilitating programming within 14 days of pupil seeking enrollment⁵
- Developing and implementing programming with the child and family services worker/agency/region, caregiver(s) and/or parent(s) as appropriate, in order to support the child or youth in:
 - fostering a personal sense of belonging, security and acceptance (e.g., connection to Aboriginal support staff and programs, or other cultural opportunities)
 - meeting the expectations of the educational program, and
 - achieving his or her learning outcomes
- Introducing the child or youth to the culture of the school, recognizing the impact on him or her of having to adjust to new circumstances and respecting their cultural and linguistic heritage
- Arranging for timely transfer of school records, files and information; conducting a file review and establishing an ongoing communication plan with the parent(s), caregiver(s) and child and family services worker, as appropriate

Child and family services worker, caregiver(s)/parent(s) and school staff are jointly responsible for:

- Collaborating to provide the supports and/or resources necessary for smooth transitions
- Developing and implementing a plan to support the child/youth's needs in the home, school and community, and monitoring and revising the plan as needed
- Integrating the child/youth's views in planning and decision-making, according to his or her abilities
- Consulting each other regarding the use of positive approaches, policies or strategies, such as positive behaviour support, in response to such concerns as:
 - school attendance
 - behaviour
 - compliance with the school code of conduct
- Ensuring that all parties receive copies of report cards, secondary school transcripts, and other relevant documents that may be useful in planning and monitoring the child/youth's progress and planning for his or her future success
- Discussing strategies for building relationships and focusing on the child/youth's development of skills, knowledge and a positive attitude with a strong belief in self and others
- Reviewing the child/youth's plan and progress on a regular basis (such as during established school reporting periods) to monitor the child/youth's progress and amend the plan as needed
- Documenting all ongoing communications

⁵ See page 18 for details and relevant legislation regarding student registration.

Additional Strategies to Consider

- Coordinate specific strategies for caregiver(s) to reinforce school-related tasks at home and assure the school knows the specific strategies being used in the home and/or community (e.g., homework requirements, school trip policies, and leisure activities in the community)
- Use positive behaviour supports, such as practices referenced in *"Towards Inclusion from Challenges to Possibilities: Planning for Behaviour"*. Available at:
 - <http://edu.gov.mb.ca/k12/specedu/beh/>
- Provide regular ongoing communication to build positive relationships; e.g., call home to report positive information

7 Information Sharing

Child and family services workers must manage the sharing of information within the parameters of existing Child and Family Service Act (CFS Act) legislation⁶, Personal Health Information Act (PHIA)⁷ and Freedom of Information and Protection of Privacy Act (FIPPA)⁸ which governs the release of information regarding a child or youth in care. (See the *Companion Document* for The Office of the Standing Committee PHIA & FIPPA documents).

Importantly, as noted in the excerpts of *The Child and Family Services Act* in the *Companion Document*, **PHIA and FIPPA do not in any way prohibit the sharing of confidential information:**

- during a child protection investigation, or
- for the coordination of services, under either the consent of the client or when acting in "the best interests of the child"

Information can be shared both verbally and in written form, subject to provincial legislation and local school division policy. Information to be shared includes, but is not limited to, relevant information from the Child and Family Services File and the Cumulative Education File (CUM), including:

- Information from clinical/medical professionals (e.g., child and youth mental health clinician, doctor, pediatrician, psychologist, psychiatrist) about conditions that affect the child's or youth's learning or attendance
- Relevant education and health information
- Care Plan (CFS Standard 1.1.3.)

- Relevant legal information that alters the responsibility of parent(s) towards the child (ie. extend guardianship to an agency)
- Relevant safety information (Workplace Safety and Health Act and Regulations)
- Information on any external supports, such as tutors or child or youth care workers, that may affect educational outcomes or student attendance
- School files, including report cards, Individual Education Plans (IEP), school-based assessment reports, minutes from school-based team meetings, and attendance reports

Collaborative planning may require the sharing of information among child and family services workers, school staff, caregiver(s) and parent(s). While it is essential to use procedures to protect children and youth against the risk of unauthorized access, collection, use or disposal of their personal information, joint planning requires clear and honest discussion about the needs and strengths of the child or youth.

When sharing information about children and youth in care it is important to remember that educators and child and family services workers share a common goal: to maximize each child/youth's learning potential. Educators can share with child and family services workers any information that can be shared with a parent. Child and family services workers can share with educators the level of detailed information necessary to ensure the child/youth's well-being.

⁶ The Child and Family Services Act, C.C.S.M. 2012, c. 80, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/co80e.php>

⁷ The Personal Health Information Act, C.C.S.M. 2011, c. P33.5, Retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>

⁸ The Freedom of Information and Protection of Privacy Act, C.C.S.M. 2012, c. F175, Retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php>

8 Collaborative Planning

All children and youth in care benefit from collaborative planning and information sharing by the people who work with them to:

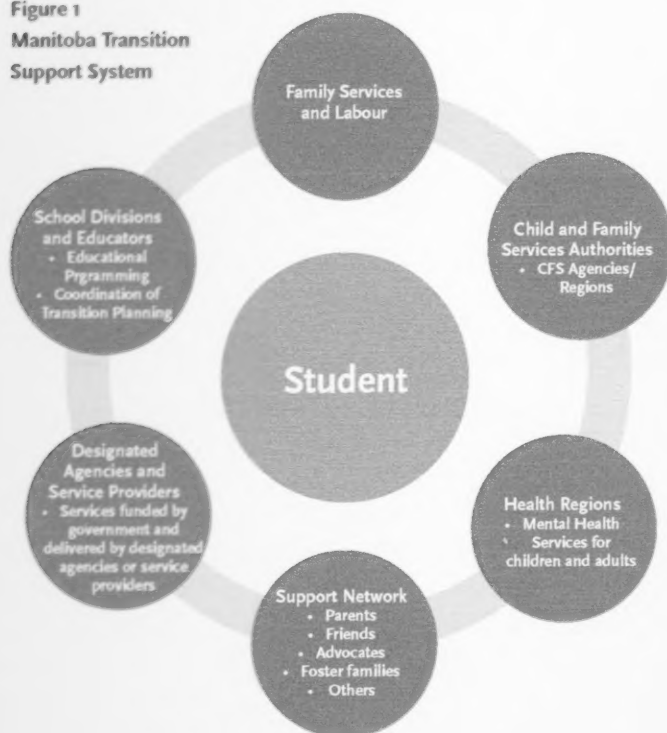
- Identify a mutually agreeable process to communicate about student progress and success
- Review the educational component of the child/youth's Plan of Care and Individual Education Plan (if applicable) and adjust the educational program plan as necessary
- Share observations of the child/youth's adjustment and progress with regard to school life and learning
- Discuss actions that can be taken to support the child/youth if he or she is not adjusting and meeting his or her responsibilities as a member of the school community

In addition, this approach particularly benefits children and youth in care who experience significant transitions over the course of the school year. Significant transitions can include:

- The child or youth transferring to a different school, or
- The child or youth experiencing changes in his or her living arrangements, including coming into care, a change in foster placement (and/or child and family services worker), or returning to live with family or parent, or
- The child or youth entering or re-entering the education system

Research demonstrates that placement moves, and the associated disruptions adversely affect a child/youth's success in school, so multiple placement moves should be avoided whenever possible. When moves must occur, careful planning and timing of transitions supports students in feeling accepted, valued and safe, as well as upholds positive team working relationships. Some transitions are expected and positive from grade to grade, into post secondary programs or into the workforce on completion of school, but still require planning. Figure 1 identifies key supports who may be involved with students in various transition processes.

Figure 1
Manitoba Transition
Support System



Best practices in transition planning processes include:

- Advance notification of pending transition to the child/youth's team and prompt exchange of information between the sending and receiving parties, prior to the move, unless it is an emergency situation
- Implementing a transition plan and prompt exchange of information between the sending and receiving parties prior to the move, where possible
- Consideration of the educational needs of the child/youth in care with joint efforts to maintain their school and community involvement, including allowing the child/youth to finish the school year, semester, or until a natural break in their current school, with necessary transportation arrangements as required
- Opportunities for appropriate farewells and closure for the child/youth
- Other community resources to support these transitions when applicable (as an example see, "Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community" (http://www.edu.gov.mb.ca/k12/docs/policy/transition/bridging_to_adulthood.pdf))

9 Registration at School

A positive initial experience at a new school sets the stage for future school engagement and success. When a child or youth in care transitions to a new school/school division, the following are required:

- The full completion of the *Registration – Children in Care* form (see page 24)
- An intake meeting (as required)
- Confirming the date the child will start education programming at the new school, per Manitoba Regulation 155/05 S. 7(1), (quoted below)
- Consultation with the placing child and family services worker, staff from the receiving school, the caregiver(s), staff from other service agencies involved with the child or youth, as appropriate, and the child or youth, according to his or her abilities
- The assignment of responsibilities among members of the child's school team, including welcoming the child or youth to his or her new school and assisting the child or youth in developing a sense of belonging (see the companion document for examples of school-based strategies)
- (If required) Full completion of the Special Needs Categorical Funding Levels 2 & 3 Transfer Notification Form (see *Companion Document*) in accordance with established procedures

Manitoba Regulation 155/05 (*Appropriate Educational Programming*) states:

Educational programming not to be unduly delayed

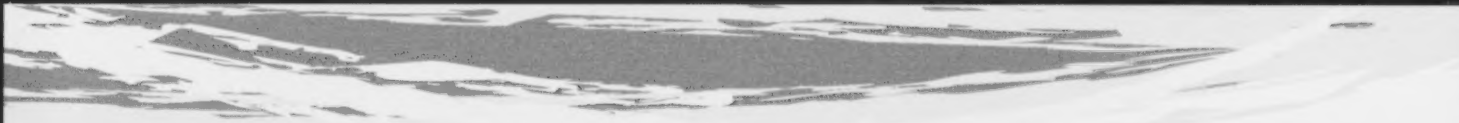
7(1) A school board must ensure that a pupil is not denied educational programming in the following circumstances:

- (a) for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil's pupil file;
- (b) pending
 - (i) the conduct of any assessment, or
 - (ii) the preparation of an individual education plan for the pupil.

Please note that educational programming is not to be denied in either the case of (a) OR (b) above, and that educational programming is a separate consideration from school placement or access to a school building.⁹

NOTE: As per the school registration form (see page 24), the agency will check off the child's status, provide dates and have the form signed by the agency Director.

⁹ See *Appropriate Educational Programming in Manitoba: Standards for Student Services* (2006). Available at http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf



10 Ongoing Joint Case Planning and Implementation

Joint planning and implementation enhances academic, emotional and social success for children in care, and positively influences their success in school and in their placement.

Best practices in joint educational planning and support for children and youth in care include:

- At least two (2) collaborative meetings in addition to school entry (yearly) with the child/youth's team members, which may include other identified partners to address the child/youth's needs.
- Facilitating collegial, positive, child/youth centered and solution-focused case conference planning that is culturally sensitive and holistic in nature and results in the implementation of a multi-system plan to meet the child/youth in care's needs and promote his/her engagement in home, school and community.
- Involving the child/youth in decision-making appropriate to his/her age, developmental status and cognitive ability.
- Identifying the educational needs of the child/youth in care, the strategies required to support his/her success in school and high school completion and the roles and responsibilities of each partner in implementing the plan.

11 Celebrating Success

Encouragement and celebration play an important role in educational success for all children and youth but are especially important for those in care. Schools typically plan for and acknowledge successes, accomplishments and milestones, including test achievements, report cards, projects, grade completion, graduation and extracurricular or cultural activities. Everyone needs to be aware of and involved in the celebrations of success.

11.1 *Acknowledgement of Accomplishments*

- The school designate ensures the core team is notified about school accomplishments so that the child or youth's successes are appropriately recognized
- Celebrations for children and youth include cultural considerations and/or requests from the children and youth
- The caseworker and/or caregiver(s) should attend school events typically intended for parents and significant family members, when possible
- The caseworker and/or caregiver(s) assist the child or youth in care with sharing personal accomplishments with school staff, when appropriate

12 Concluding In-Care Status

A child or youth's in-care status may end for a number of reasons, including the youth turning 18, the child or youth returning to the care of a parent or private guardian, or being adopted.

Determination to conclude in-care status of children and youth is the responsibility of the CFS worker as directed by the *CFS Act*. MB Education and Child and Family Services partners agree that when in-care status is ending, the school team:

- Is informed by the CFS worker as soon as possible when the decision is made or pending
- Discusses how to support future educational success for the child or youth, including transition planning as needed (see transition planning section)

- Continues with the child or youth's plan to the end of the school year as appropriate
- Supports youth in care who turn 18 to complete high school, and provides information regarding bursaries and scholarships to continue their education

When a child is adopted, the CFS worker and appropriate school staff can discuss with the adoptive family the option to continue with the plan to the end of the school year or other natural transition.

13 Issues Resolution

In the best interests of the child, it is important that caregivers, schools and child and family services personnel work collaboratively to ensure the best possible outcome for every child. It is understandable that occasionally differences may arise and ideally, wherever possible, the parties will attempt to informally find a resolution.

13.1 The Education System

Importantly, partners should work collaboratively with the child/youth's team to investigate alternatives to find solutions to emergent issues such as:

- Potential suspension
- Potential expulsions
- Attendance issues
- Social interaction problems (i.e. bullying, fighting)
- Injury/illness at school

Personnel can refer to "*Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities*" for assistance to navigate these issues.

This guide gives parents, educators, and community members the information to take part in the co-operative, creative problem solving process of informal dispute resolution. It is intended to serve as a resource support to local school and school division dispute resolution policies and practices. Many schools and school divisions have dispute resolution policies in place, and for them it will serve as supplemental material.

The document can be accessed at:
http://www.edu.gov.mb.ca/k12/specedu/problem_solving/index.html

13.2 The Child and Family Services System

The approach in the Child and Family Services system to addressing concerns or resolving disputes is one based on a scaled approach, i.e., starting with the worker, then the supervisor responsible for the worker, the agency/region Director responsible for the supervisor, the Authority responsible for the agency, and finally the Child and Family Services Division/ Child Protection Branch.

Specifically, when a question, concern, complaint or dispute arises about the services that a Child and Family Services Authority or designated agency is providing and is supposed to be providing for a child in care, the best way to start is by talking directly with the CFS worker responsible for the case/ child in care.

If the responsible worker is not known, this can be determined by calling the toll free Province Wide Intake and Emergency After Hours number¹⁰ to request that the assigned worker for a child in care contact the school.

Another option is to use the opportunity presented by school or other case focused team meetings and/or case conferencing exercises to raise such issues for resolution by the team in a collaborative and shared problem solving manner.

¹⁰ The toll free number is 1-866-345-9241. This number and the numbers for each Designated Intake Agency are listed on the interactive map located at http://www.gov.mb.ca/fs/childfam/dia_intake.html

If the issue is not resolved after talking with the worker or through collaborative team meetings the following options are available:

- Talk with the worker's supervisor or the director of the CFS agency/region
- If these do not result in a satisfactory resolution, then the next step would be to call the CFS Authority.

The Authorities oversee all the work and services done by their agencies/regions and have the responsibility of making sure services work for children and families including collaborations with collateral systems.

If contacting the responsible Authority does not result in a satisfactory resolution then the CFS Child Protection Branch can be contacted.

Whichever starting point is appropriate, the following will be able to properly direct your call/query so that the issues you are concerned about are addressed:

- CFS Authorities and agencies
- The CFS Division/Child Protection Branch

SCHOOL REGISTRATION FORM: Children in Care

(Form available at www.manitoba.ca/healthychild/publications)

(Please check off
Authority you
represent)

☐☐☐☐

DEMOGRAPHICS

Name: _____

Date of Birth: _____

MET#: _____ PHIN: _____

Legal Guardian/Agency: _____

Mailing Address: _____

Phone Number: _____ Fax Number: _____

Child and family services worker: _____

Phone Numbers

Office: _____ Mobile: _____

Fax Number: _____ Email: _____

Foster Placement: _____

Mailing Address: _____

Phone Number: _____ Email: _____

CHILD AND FAMILY SERVICES STATUS (Check which best applies, provide date(s))

☐ Voluntary Placement Agreement _____ (date)

☐ Voluntary Surrender of Guardianship _____ (date)

☐ Extension of Care _____ (date)

☐ Apprehension _____ (date)

☐ Supervision Order _____ (date)

☐ Temporary Order of Guardianship to _____ (date)

☐ Permanent Order of Guardianship _____ (date)

Expected length of placement (emergency or long-term): _____

Approved for Contact:

Name: _____ Role: _____

Name: _____ Role: _____

Name: _____ Role: _____

SCHOOL INFORMATION

Last School Attended: _____

Contact Person: _____

Phone Number: _____

Address: _____

Current Grade Attended: _____

Grade Level Functioning (Check description that best applies):

☐ Meets

☐ Exceeds

☐ Below

Relevant Educational Programming Information:

Community supports provided by the agency:

Areas of interest/strengths (e.g., hobbies, clubs, organizations, cultural interests):

Relevant Medical Information:

Additional Information and relevant life situation:

CONTACT DATA AND AUTHORIZATION:

Printed Name of Placing Child
and Family Services Worker: _____

Signature of Placing Child
and Family Services Worker: _____

Date Signed: _____

Name of Placing Agency Office/Regional Office: _____

Address of Placing Agency Office/Regional Office:

Phone # of Placing Child and Family Services Worker: _____

Printed Name of Agency
E.D. C.E.O. /Regional Office R.D.: _____

Signature of Placing Agency
E.D. C.E.O. /Regional Office R.D.: _____

Date Signed: _____

Address of Placing Agency E.D. C.E.O. /Regional Office R.D.:

Phone # of Placing Agency E.D. C.E.O. /Regional Office R.D.: _____

Printed Name of Parent: _____

Signature of Parent: _____ Date Signed: _____

Printed Name of Student: _____

Signature of Student: _____ Date Signed: _____
(if 18 or over)

For School/Division Office Use:

Steps	Date	Principal or Designate Signature
Registration Received:		
Intake Meeting (as required):		
Start Date:		
Follow-up/Review Meeting(s) (as required):		

